**4.R.1.1** Students can **analyze** <u>complex word patterns</u>.

**Learning targets to meet this standard:**
- Determine word meanings by applying knowledge of prefixes (in, ir, il, non, over, mis) and suffixes (ment, less, tion/sion)
- Distinguish between possessives and contractions
- Divide two and three syllable words using VCCV pattern to determine correct syllable division; identify stressed and unstressed patterns
- Combine two appropriate words to form contractions; separate all contractions
- Use plurals changing "f" to "ves"  (Ex. wolf to wolves)

**Verbs Defined:**
- Analyze - match and/or relate the parts to the whole

**Key Terms Defined:**
- Complex word patterns - prefixes, suffixes, syllables, contractions, and possessives

**Teacher Speak:**
Students can analyze (match and/or relate the parts to the whole) complex word patterns (root words, prefixes, suffixes, syllables, contractions, and possessives).

**Student Speak:**
I can match and/or relate the parts to the whole (analyze) word patterns like prefixes, suffixes, syllables, contractions, and possessives (complex word patterns).

**Example:**

**Possible resources/references:**

**4.R.1.2** Students can **identify** meanings of unfamiliar vocabulary.

**Learning targets to meet this standard:**
- Infer word meanings from his/her background knowledge
- Infer word meanings from learned roots, prefixes, suffixes
- Infer specific word meanings in the context of reading passages
- Identify and correctly use antonyms, synonyms, homophones, and homographs
- Use a grade-appropriate dictionary (independently) to define unknown words
- Use a thesaurus to find related words and ideas
- Distinguish and interpret words with multiple meanings by using context clues (the meaning of the text around a word)

**Verbs Defined:**
- Identify - tell or explain in writing, speaking, and drawing

**Key Terms Defined:**

**Teacher Speak:**
Students can identify (tell or explain in writing, speaking, and drawing) meanings of unfamiliar vocabulary.

**Student Speak:**
I can tell or explain in writing, speaking, and drawing (identify) meanings of unfamiliar vocabulary.

**Example:**

**Possible resources/references:**

**4.R.2.1** Students can **construct** meaning from text by **applying** <u>comprehension strategies</u>.

**Learning targets to meet this standard:**
- Use comprehension strategies
- Make predictions about text

**Verbs Defined:**
- Apply – use what I know by reading, writing, and/or speaking
- Construct – build understanding

**Key Terms Defined:**
- Comprehension Strategies – connecting, questioning, visualizing, determining importance, inferring, synthesizing, and monitoring for meaning

**Teacher Speak:**
Students can construct meaning (build understanding) from text by applying (use what I know by reading, writing, and/or speaking) comprehension strategies.

**Student Speak:**
I can build understanding (construct meaning) from text by: making connections – text to text, text to self, text to world; questioning – before, during and after reading; inferring – making predictions and drawing conclusions from text; visualizing – making a movie in your head; determining importance – using conventions to better understand text; synthesizing – bringing together what I know and create new meaning based on my understanding of the text; monitoring for meaning – self-assessment of text.

**Examples:**
Making connections, predictions, questioning, inferring, visualizing, determining importance, synthesizing, monitoring for meaning, summarizing, graphic organizers

**Possible resources/references:**

**4.R.2.2** Students can **develop** <u>fluency</u> by utilizing <u>fluency strategies</u> independently.

**Learning targets to meet this standard:**
- Utilize pace, speed, rate and accuracy while orally reading literature and other materials
- Read with expression
- Utilize phrasing to verbalize author's style and text features

**Verbs Defined:**
- Develop – improve

**Key Terms Defined:**
- Fluency – reading a text with accuracy, phrasing, and pace
- Fluency Strategies – skimming, scanning, predicting, contextual clues, rereading, cross-checking, repeated reading, self-monitoring

**Teacher Speak:**
Students can develop (improve) fluency (reading a text with accuracy, phrasing, and pace) by utilizing strategies (skimming, scanning, predicting, contextual clues, rereading, cross-checking, repeated reading, self-monitoring) independently.

**Student Speak:**
I can improve (develop) reading a text with accuracy, phrasing, and pace (fluency) by using fluency strategies: skimming, scanning, predicting, contextual clues, rereading, cross-checking, repeated reading, self-monitoring.

**Examples:**

**Possible resources/references:**
Reader's theatre, choral reading, partner reading, [www.aaronshep.com](http://www.aaronshep.com) (Aaron Shepherd's website with multicultural readers theatre that can be used in the classroom.)

**4.R.2.3** Students can **utilize** <u>fluency strategies</u> to **comprehend** literature and other materials.

**Learning targets to meet this standard:**
- Combine fluency strategies and comprehension strategies to give meaning to written materials
- Fluency pace varies with different types of text (informational differs from fiction literature)

**Verbs Defined:**
- Utilize – to make use of
- Comprehend – to understand

**Key Terms Defined:**
- Fluency Strategies – skimming, scanning, predicting, contextual clues, rereading, cross-checking, repeated reading, self-monitoring

**Teacher Speak:**
Students can utilize (to make use of) fluency strategies (skimming, scanning, predicting, contextual clues, rereading, cross-checking, repeated reading, self-monitoring) to comprehend (to understand) literature and other materials.

**Student Speak:**
I can use (utilize) skimming, scanning, predicting, contextual clues, rereading, cross-checking, repeated reading, self-monitoring (fluency strategies) to help me understand (comprehend) what I read in literature and other materials.

**Examples:**

**Possible resources/references:**

**4.R.3.1** Students can **identify** <u>organizational</u> and <u>text structures</u> within genres.

**Learning targets to meet this standard:**
- Identify and explain text structures in literary nonfiction
- Identify and explain text structures in nonfiction
- Identify and explain text structures in fiction
- Identify and explain text structures in poetry
- Identify and explain text structures in informational text

**Verbs Defined:**
- Identify - show what is known through writing and/or speaking

**Key Terms Defined:**
- Text structures – organizational pattern an author uses to structure the ideas in a text
- Organization structure – how the text is written using chronological order, cause and effect, problem and solution, or compare and contrast format

**Teacher Speak:**
Students can identify (show what is known through writing and/or speaking) organizational structures (how the text is written using chronological order, cause and effect, problem and solution, or compare and contrast format) and text structures (organizational pattern an author uses to structure the ideas in a text) within genres.

**Student Speak:**
I can show what is known through writing and/or speaking (identify) how the text is written using (organizational structures):
    -chronological order
    -cause and effect
    -problem and solution
    -compare and contrast format and (text structures) how an author structures the ideas in a text within genres.

**Examples:**

| Identify and explain text structures in nonfiction | Identify and explain text structures in fiction |
|---|---|
| <ul><li>description</li><li>cause and effect</li><li>comparison</li><li>chronology</li></ul> | <ul><li>plot- sequence of events</li><li>conflict</li><li>solution</li><li>resolution</li><li>theme</li></ul> |
| Identify and explain text structures in poetry | Identify and explain text structures in informational text |
| <ul><li>verse</li><li>stanza</li></ul> | <ul><li>description</li><li>sequence (enumeration, chronology)</li><li>cause and effect</li><li>problem and solution</li><li>comparison and contrast</li></ul> |

**Possible resources/references:**
NAEP (National Assessment of Educational Progress 2005)

**4.R.3.2** Students can **identify**, **explain**, and **use** <u>text features</u>.

**Learning targets to meet this standard:**
- Identify and explain text features in fiction
- Identify and explain text features in literary nonfiction
- Identify and explain text features in informational text
- Identify and explain text features in poetry

**Verbs Defined:**
- Identify - show what is known through writing and/or speaking
- Explain - describe in writing and/or speaking

**Key Terms Defined:**
- Text features – different ways of drawing attention to important points on a page

**Teacher Speak:**
Students can identify (show what is known through writing and/or speaking), explain (describe in writing and/or speaking) and use text features.

**Student Speak:**
I can show what I know through writing and/or speaking (identify), describe in writing (explain and/or speaking) and use text features.

**Example:**

| Identify and explain text features in fiction | Identify and explain text features in literary nonfiction |
|---|---|
| <ul><li>table of contents</li><li>chapter headings</li><li>title page</li><li>illustrations</li><li>glossary</li><li>headings</li><li>bold and italic print</li><li>index</li><li>captions</li></ul> | <ul><li>titles</li><li>subheadings</li><li>italics</li><li>captions</li><li>sidebars</li><li>photos and illustrations</li><li>charts and tables</li></ul> |
| Identify and explain text features in informational text | Identify and explain text features in poetry |
| <ul><li>titles</li><li>subheadings</li><li>italics</li><li>captions</li><li>sidebars</li><li>photos and illustrations</li><li>charts and tables</li></ul> | <ul><li>rhythm</li><li>rhyme</li><li>line length</li><li>word choice</li><li>repetition</li><li>sensory words</li></ul> |

**Possible resources/references:**
NAEP (National Assessment of Educational Progress 2005)

**4.R.3.3** Students can **determine** how word choice affects meaning.

**Learning targets to meet this standard:**
- Examine and determine diction and word choice in fiction
- Examine and determine author's craft in literary non-fiction
- Examine and determine author's craft in poetry

**Verbs Defined:**
- Determine - explain by writing and/or speaking

**Key Terms Defined:**

**Teacher Speak:**
Students can determine (explain by writing and/or speaking) how word choice affects meaning.

**Student Speak:**
I can explain by writing and/or speaking (determine) how word choice affects meaning.

**Example:**

| Examine and determine diction and word choice in fiction | Examine and determine author's craft in literary non-fiction |
|---|---|
| <ul><li>Dialogue</li><li>Exaggeration</li><li>Figurative language<ul><li>Symbolism</li><li>Simile and metaphor</li></ul></li></ul> | <ul><li>Diction and word choice</li><li>Use of exposition, action, or dialogue to introduce characters</li><li>Exaggeration</li><li>Figurative language<ul><li>Symbolism</li><li>Simile and metaphor</li></ul></li></ul> |
| Examine and determine author's craft in poetry<ul><li>Diction and word choice</li><li>Choice of different forms of poetry to accomplish different purposes</li><li>Exaggeration</li><li>Use of imagery to provide detail</li><li>Figurative language<ul><li>Simile</li><li>Metaphor</li><li>Imagery</li><li>Alliteration</li><li>Onomatopoeia</li></ul></li></ul> | |

**Possible resources/references:**
NAEP (National Assessment of Educational Progress 2005)

**4.R.4.1** Students can **identify** and distinguish the characteristics of <u>multicultural texts</u>, <u>historical texts</u>, and <u>time period texts</u>.

**Learning targets to meet this standard:**
- Differentiate between fact and fiction
- Make connections between multicultural, historical, and time period texts, also identifying both fact and fiction
- Text to Self
- Text to Text
- Text to World

**Verbs Defined:**
- Identify – show what I know by pointing, telling, and/or writing

**Key Terms Defined:**
- Multicultural text - passages about many groups of people of different ways of life; different backgrounds (e.g. age, gender, religion, ethnicity)
- Historical text - passages about time periods surrounding major events that influenced culture
- Time period text - passages about past, present or future time

**Teacher Speak:**
Students can identify (show what I know by pointing, telling, and/or writing) multicultural texts, historical texts, and time period texts.

**Student Speak:**
I can show what I know by pointing, telling, and/or writing (identify) multicultural texts, historical texts, and time period texts.

**Examples:**

**Possible resources/references:**

**4.R.5.1** Students can **use** <u>organizational features</u> of text.

**Learning targets to meet this standard:**
- Use text-marking strategies to identify essential ideas
- Locate information from multiple sources for reference purposes
- Use parts of books to locate information
- Compare information about one topic found in different selections or texts
- Learn and use a form of note taking that is personally effective
- Recompose headings into questions
- Embedded in text

**Verbs Defined:**

**Key Terms Defined:**
- Organizational features - table of contents, chapter headings, title page, illustrations, glossary, headings, bold and italic print, index and captions

**Teacher Speak:**
Students can use organizational features (table of contents, chapter headings, title page, illustrations, glossary, headings, bold and italic print, index and captions) of text.

**Student Speak:**
I can use table of contents, chapter headings, title page, illustrations, glossary, headings, bold and italic print, index and captions (organizational features) of text.

**Examples:**
- Use text-marking strategies to identify essential ideas
  - Sticky notes, highlighting, underlining
- Locate information from multiple sources for reference purposes
  - Almanac, atlas, websites, maps, CD-ROM, encyclopedias, magazines
- Use parts of books to locate information
  - Table of contents, index, glossary
- Compare information about one topic found in different selections or texts
  - Informational trade book, textbook, news article, feature article, encyclopedia entry, book review
- Learn and use a form of note taking that is personally effective
  - Webs, lists, Inspiration software, and other graphic organizers
- Recompose headings into questions
- Embedded in Text
  - Directions, maps, time lines, graphs, tables, and charts

**Possible resources/references:**

**4.R.5.2** Students can **research** a topic by gathering information from at least two sources.

**Learning targets to meet this standard:**
- Read critically to identify content features
- Use the following types of texts

**Verbs Defined:**
- Research - find out about

**Key Terms Defined:**

**Teacher Speak:**
Students can research (find out about) a topic to gather information.

**Student Speak:**
I can find out about (research) a topic to collect information.

**Examples:**
- Read critically to identify content features
    - Author's perspective or position
    - Topics or central ideas
    - Supporting ideas and evidence
    - Contrasting viewpoints and perspectives
    - Presentation of the argument (e.g., issue definition, issue choice, stance, relevance)
- Use the following types of texts
    - Journal
    - Speech
    - Persuasive essays
    - Informational trade book

**Possible resources/references:**